

Response to Intervention

Quick Reference

What are Early Intervening Services?

One major change in the law is the emphasis on early intervening services for children who are at risk for academic and/or behavioral problems. The idea is to intervene early with evidence-based strategies before a child fails and becomes so far behind that they require special education.

How are early intervening and RtI related?

The idea is to intervene early when a student shows signs of academic and/or behavioral problems. RtI is a framework or process schools use to deliver these services.

What is Responsiveness to Intervention (RtI)?

Responsiveness to intervention is based on the concept of providing evidence-based instructional and behavioral strategies by highly qualified staff that is matched to student needs and monitored on a frequent basis. The information gathered by this approach is used to make decisions regarding the student's educational program.

What is my involvement in Tier 1?

Remember, Tier 1 is the general education classroom with good instruction and qualified staff. Parents are involved in the following ways:

- Frequently communicate with the teacher.
- Attend school functions, such as back to school night and parent-teacher conferences.
- Ask your child about their school day.
- Monitor and assist with homework assignments.
- Support and reinforce the classroom teacher.
- Meet with the teacher if your child starts to experience difficulties.
- Praise your child for good work and discuss issues that are problems.

What is my involvement in Tier 2?

If your child is struggling academically or behaviorally, it might be necessary for the school to implement targeted academic and/or behavioral interventions. In many cases, this will be enough to get your child "back on track". Your involvement could include the following:

- Make a referral for your child to the Problem Solving Team (this process might be called something different in your school).
- Ask the school to notify you of team meetings and progress on the intervention.
- If necessary, attend team meetings.

- Suggest interventions and strategies.

- If necessary, implement and reinforce strategies at home.

Reinforce your child as he/she improves.

What are some of the names for Tier 2?

- Child Study Team
- Teacher Assistance Team
- Schoolwide Support Team
- Early Intervening Team
- Step 1
- School Assistive Team
- Schoolwide Assistance Team

What is my involvement in Tier 3?

If attempts are unsuccessful in Tiers 1 or 2, it is sometimes necessary to make a referral for an assessment. This assessment will determine if your child has a disability and needs special education- specially designed instruction for an eligible student. This is a very formal process, and parent involvement issues have been well defined. Parent involvement includes, but not limited to, these activities:

- Your consent is required for the school to evaluate or implement special services.
- The school must notify you if they propose to change or not change your child's eligibility, services, or placement.
- Actively participate in all Individualized Education Program (IEP) meetings.
- The special education Parents Rights brochure will explain your involvement and rights in special education.

What are the goals of early intervention and RtI?

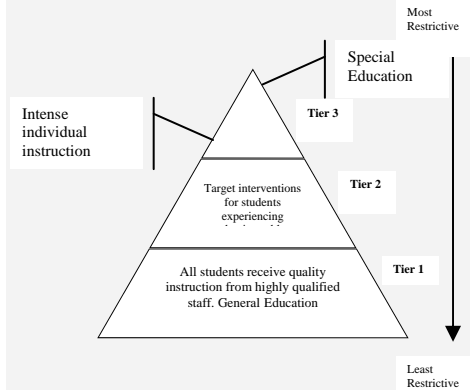
- Prevent unnecessary academic failure.
- Implement evidence-based intervention for all students.
- Prevent unnecessary referral to special education.
- Use prevention rather than reaction to student difficulties.
- Increased parent involvement at all three tiers.
- Encourage teachers to use evidence-based strategies.

Is RtI the same in all schools?

No, RtI might be implemented in different ways depending on the school. Tier 1 is usually the same- good instruction by qualified staff. Tier 3 is defined by team most schools as special education, so there will be similarities from one school to another. Tier 2 can be different depending on the school. Tier 2 usually involves a team of school staff who work together using a problem-solving method. The team helps define in measurable terms the students problems, suggests evidence-based interventions, and monitors the progress of these interventions.

What is the RtI Process?

Most RtI systems are divided into a three-tier intervention model as illustrated below:



The three-tier process is analogous to the medical model. We might start with practicing good health with rest, exercise, and a proper diet (Tier 1). At times, we might need a physical exam and special medical interventions (Tier 2). Finally, some of us might need individualized treatment, therapy, or surgery (Tier 3)

Early Intervening Services (EIS)

What is it?

There is nothing in the federal regulations (IDEA) that prohibits children with disabilities who are receiving special education and related services under IDEA from receiving instruction using RtI strategies unless the use of such strategies is inconsistent with their individualized education programs (IEPs). However, children with disabilities who are currently identified as needing services may not receive RtI services that are funded with IDEA funds used for EIS, because EIS is for students who are not currently identified as needing special education or related services, but who need additional academic and behavioral support to succeed in a general education environment.

How may the money be used?

In implementing coordinated, early intervening services under this section, an LEA may carry out activities that include:

- **Professional Development** for teachers and other school staff to enable personnel to deliver scientifically based academic and behavioral interventions.

Response to Intervention

Quick Reference

- Providing educational and behavioral evaluations, services, and support.

	TAT or Problem Solving Team	RtI
Goals	Teacher Support	Teacher support resulting in improved outcomes for all students Early Intervention
Membership	Primarily general educators	General educators Other professionals Building Leader
Experts	Teachers	Teachers and specialists
Timing of Assistance	Proactive and reactive	Proactive, preventive and responsive
Parent Involvement	Parent notification is not required (unless student on IEP)	Parent communication from the beginning
Student Involvement	All students	All students, particularly those who do not achieve benchmark
Tasks	Identifying Problem Brainstorming Solutions Follow-up with Teacher	Identifying problem Designing Intervention Evaluating Implementation Fidelity Evaluating Response to Intervention
Evidence	Student Work Samples Teacher reports	Benchmark Data Progress monitoring data: CBM, CBA, FBA Student Work Samples Teacher Reports

Websites

A User Friendly Guide
<http://www.ed.gov/rschstat/research/pubs/rigorous/ousevid/index.html>
 Cultural Considerations with Response to Intervention Models
<http://www.reading.org/Library/Retrieve.cfm?D=10.1598/RRO.41.1.6&F=RRO-41-1-Klingner.pdf>
 Education Research Service- (Publication Ordering)
www.ers.org/
 Intervention Central
<http://www.interventioncentral.org/>
 National Dissemination Center for Children with Disabilities
<http://nichcy.org/>
 Response to Intervention: NASDSE and CASE White Paper on RtI
<http://www.nasdse.org/documents/RtIANAdministratorsPerspective1-06.pdf>
 RtI Wire
http://www.jimwrightonline.com/php/rti/rti_wire.php
 What Works Clearinghouse- (Look at the Reviews of different interventions)
www.w-w-c.org/
 A Policymaker's Primer on Education Research
www.mcrel.org/PDF/SchoolImprovementReform/9713TG_SchoolImprovement_Primer6-04.pdf
 US Department of Education
www.ed.gov/nclb/methods/whatworks/research/index.html?exp=0

Math and Instruction

National Center on Student Progress Monitoring
www.studentprogress.org
 Research Institute on Student Progress Monitoring
www.progressmonitoring.net
 National Research Center on Learning Disabilities
www.nrcld.org
 IRIS Center for Training Enhancement
<http://iris.peabody.vanderbilt.edu/>
 Intervention Central
www.interventioncentral.org
 IDEA Partnership Grant
www.ideapartnership.org
 University of Oregon
www.easycbm.com/
 Center on Instruction
www.centeroninstruction.org
 The Access Center
www.k8accesscenter.org/index.php
 Special Connections
www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/index.php
 MathVIDS
<http://coe.jmu.edu/mathvids2>
 The Learning Toolbox
<http://coe.jmu.edu/learningtoolbox>

Activity	Tier	Required Paperwork	Acceptable role of Special Education Staff	Unacceptable role of Special Education Staff
Core Instruction	I	The Problem Solving Team fills out all paperwork at this level	<ul style="list-style-type: none"> Consult, collaborate and brainstorm academic and behavioral program development Teach regular education skill groups that include some students on IEP's Collect and organize progress-monitoring data for students in skill groups. 	<ul style="list-style-type: none"> Include students in a designated special education instructional group Conduct observations of individual students Serve as a RtI case manager
Strategic Interventions	II	The Problem Solving Team fills out all paperwork at this level	Same as Tier I	Same as Tier I
Intensive Interventions	III	<ul style="list-style-type: none"> Special Education Referral or Prior Notice Consent for Evaluation 	<ul style="list-style-type: none"> Include non-special education student in a designated special education group for diagnostic teaching and progress monitoring Take over as the RtI case manager 	<ul style="list-style-type: none"> Conduct observations
Special Education	III B	<ul style="list-style-type: none"> Referral Consent for Evaluation Data Collection Eligibility Meeting Notice 	<ul style="list-style-type: none"> Assume duties consistent with evaluation procedures and timelines. Formal Evaluations and Observations 	

Information Available at

Special Education

<http://doe.sd.gov/oess/specialed/index.asp>

